



Biscuit and the Big Parade!

By Alyssa Satin Capucilli

GRL E

ABOUT THE BOOK:

The parade is coming! Biscuit wants to watch it all. He wants to see the marching band and the fire trucks and the clowns. It looks like so much fun! Then Biscuit decides he wants to do more than just watch. He wants to march along with the jugglers and the clowns too. When a big bunch of balloons floats away, Biscuit saves the day—and finally gets his chance to be in the big parade.

DISCUSSION QUESTIONS:

1. Who and what did Biscuit and the girl see in the parade? Name at least three people or things that were in the parade. *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1*
2. What happened to the clown's balloons? What did Biscuit do when he saw the balloons? What did the girl do when Biscuit ran after the balloons? How did Biscuit help solve the clown's problem? *Common Core State Standards (Reading: Literature): RL.K.3, RL.1.3, RL.2.3, RL.3.3*
3. Use your own words to retell the story of *Biscuit and the Big Parade!* Use the illustrations on each page to help you remember what happened. *Common Core State Standards (Reading: Literature): RL.K.2, RL.K.7, RL.1.2, RL.1.7, RL.2.2, RL.2.7, RL.3.2*
4. There are lots of sound words in this story. Find and read the sound words on each page. What are some other sound words you know? *Common Core State Standards (Reading: Literature): RL.K.4, RL.1.4, RL.2.4, RL.3.4; (Language) L.K.5.c, L.1.5.c, L.2.5.a, L.3.5.b*
Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1a.-b, SL.1.1a.-c, SL.2.1.a.-c, SL.3.1a.-d, SL.K.6, SL.1.6, SL.2.6, SL.3.6

EXTENSION ACTIVITIES:

Part of the Parade: Imagine that you were in the parade that marched past Biscuit and the girl. What would you be wearing? What would you be doing? Would you be riding on something or walking? Draw a picture showing how you would look if you were in the parade. Then dictate or write a caption to go with your picture that tells about who you are, what you're doing, and how you feel about being in the parade. *Common Core State Standards (Writing): W.K.2, W.1.2, W.2.2, W.3.2.a*

Animal Onomatopoeia: An onomatopoeia is a word that imitates the sound it describes. *Woof* and *ruff* are examples of onomatopoeia that describe the sounds a dog makes. Think of some other sound words that describe animal sounds. Then make a diagram, chart, or poster that shows different animals and the sound words that go with each one. *Common Core State Standards (Writing): W.K.2, W.1.2, W.2.8, W.3.8*

In Biscuit's Words: Who is telling this story? How would the story be different if Biscuit was telling about his day at the big parade? Dictate or write a new version of this story as told from Biscuit's point of view. Retell your favorite part of *Biscuit and the Big Parade!*, or rewrite the whole story as if Biscuit were telling it. *Common Core State Standards (Writing): W.K.3, W.1.3, W.2.3, W.3.3.a.-d*

Your Own Biscuit Story: Look at the covers of some of the other Biscuit books that are shown on the inside back cover of this book. Choose one and write or tell a story about Biscuit and the girl that goes with the title and the cover illustration for that book. Then get a copy of the book you chose and read the story the author wrote. How was your story like the author's story? How was it different? *Common Core State Standards (Writing): W.K.3, W.1.3, W.2.3, W.3.3; (Speaking and Listening) SL.K.4, SL.1.4, SL.2.4, SL.3.4; (Reading: Literature) RL.K.9, RL.1.9, RL.2.7, RL.3.9*

Common Core State Standards (Writing) that writing activities might also address: W.K.5, W.1.5, W.2.5, W.3.5, W.K.6, W.1.6, W.2.6, W.3.6

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